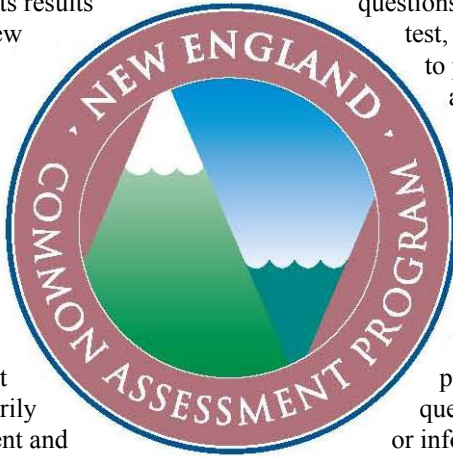


About The New England Common Assessment Program

This report highlights results from the Fall 2011 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.



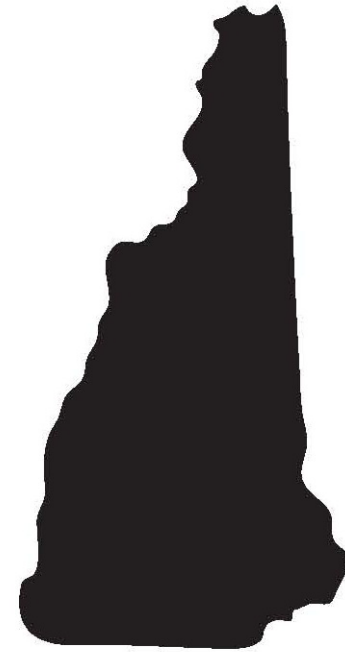
NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

State Results

State: New Hampshire



Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Grade Level Summary Report

State: New Hampshire

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							15,371									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							14,737	14,726	14,708							96	96	96
							1,818	1,923	1,701							12	13	12
Current LEP Students							151	166	151							1	1	1
With an approved accommodation							90	100	93							60	60	62
IEP Students							2,173	2,160	2,153							15	15	15
With an approved accommodation							1,351	1,346	1,342							62	62	62
Students not tested in NECAP							634	645	663							4	4	4
State Approved							213	197	200							34	31	30
Alternate Assessment							91	91	91							43	46	46
First Year LEP							16	0	16							8	0	8
Withdrew After October 1							42	43	33							20	22	17
Enrolled After October 1							1	1	0							<1	1	0
Special Consideration							63	62	60							30	31	30
Other							421	448	463							66	69	70

NECAP RESULTS

		State																								
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
						N	%	N	%	N	%	N	%													
READING	15,371	213	421	14,737	4,373	30	6,941	47	2,137	15	1,286	9	1148													
	15,371	197	448	14,726	368	2	4,967	34	3,953	27	5,438	37	1136													
WRITING	15,371	200	463	14,708	548	4	6,123	42	6,717	46	1,320	9	6.2													

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Reading Results

State: New Hampshire

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 1154–1180)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 1140–1153)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

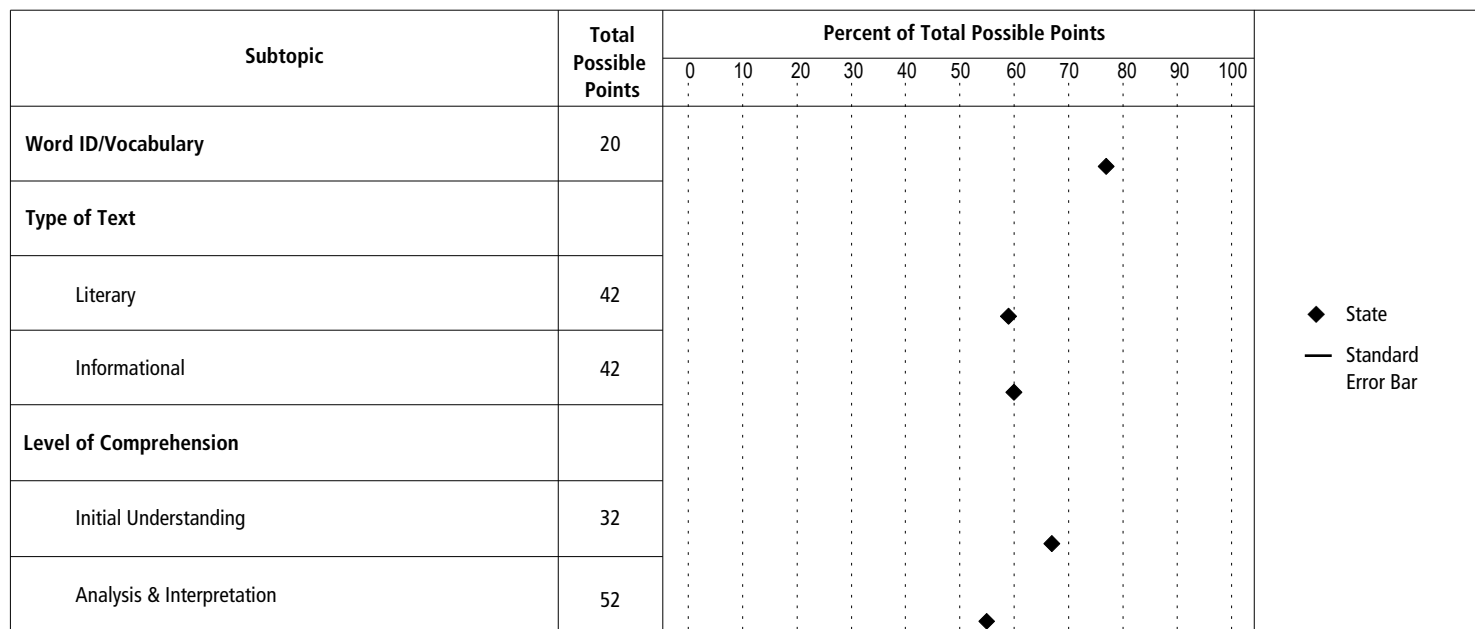
(Scaled Score 1130–1139)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 1100–1129)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
State													
2009-10	15,794	195	400	15,199	3,372	22	7,790	51	2,611	17	1,426	9	1146
2010-11	15,689	243	419	15,027	3,685	25	7,335	49	2,650	18	1,357	9	1146
2011-12	15,371	213	421	14,737	4,373	30	6,941	47	2,137	15	1,286	9	1148
Cumulative													
Total	46,854	651	1,240	44,963	11,430	25	22,066	49	7,398	16	4,069	9	1147





Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Disaggregated Reading Results

State: New Hampshire

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15,371	213	421	14,737	4,373	30	6,941	47	2,137	15	1,286	9	1148												
Gender																									
Male	7,889	127	254	7,508	1,654	22	3,700	49	1,264	17	890	12	1145												
Female	7,482	86	167	7,229	2,719	38	3,241	45	873	12	396	5	1150												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	497	7	18	472	67	14	193	41	111	24	101	21	1141												
Not Hispanic or Latino																									
American Indian or Alaskan Native	40	0	0	40	7	18	23	58	6	15	4	10	1145												
Asian	370	10	8	352	136	39	127	36	53	15	36	10	1149												
Black or African American	254	6	10	238	36	15	118	50	41	17	43	18	1142												
Native Hawaiian or Pacific Islander	9	0	0	9																					
White	14,076	188	382	13,506	4,085	30	6,424	48	1,906	14	1,091	8	1148												
Two or more races	0	0	0	0																					
No Race/Ethnicity Reported	125	2	3	120	39	33	53	44	17	14	11	9	1148												
LEP Status																									
Current LEP student	175	19	5	151	0	0	17	11	57	38	77	51	1130												
Former LEP student - monitoring year 1	35	0	0	35	0	0	15	43	18	51	2	6	1139												
Former LEP student - monitoring year 2	54	0	0	54	6	11	36	67	7	13	5	9	1145												
All Other Students	15,107	194	416	14,497	4,367	30	6,873	47	2,055	14	1,202	8	1148												
IEP																									
Students with an IEP	2,460	112	175	2,173	71	3	731	34	664	31	707	33	1135												
All Other Students	12,911	101	246	12,564	4,302	34	6,210	49	1,473	12	579	5	1150												
SES																									
Economically Disadvantaged Students	3,255	63	148	3,044	452	15	1,356	45	691	23	545	18	1142												
All Other Students	12,116	150	273	11,693	3,921	34	5,585	48	1,446	12	741	6	1149												
Migrant																									
Migrant Students	1	1	0	0																					
All Other Students	15,370	212	421	14,737	4,373	30	6,941	47	2,137	15	1,286	9	1148												
Title I																									
Students Receiving Title I Services	45	1	5	39	1	3	13	33	16	41	9	23	1136												
All Other Students	15,326	212	416	14,698	4,372	30	6,928	47	2,121	14	1,277	9	1148												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Mathematics Results

State: New Hampshire

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 1152–1180)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 1140–1151)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

(Scaled Score 1134–1139)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 1100–1133)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	15,794	176	431	15,187	355	2	4,771	31	4,357	29	5,704	38	1136
2010-11	15,689	232	433	15,024	406	3	4,884	33	4,356	29	5,378	36	1136
2011-12	15,371	197	448	14,726	368	2	4,967	34	3,953	27	5,438	37	1136
Cumulative Total	46,854	605	1,312	44,937	1,129	3	14,622	33	12,666	28	16,520	37	1136

Subtopic	Total Possible Points	Percent of Total Possible Points											
		0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	19					◆							◆ State — Standard Error Bar
Geometry & Measurement	43					◆							
Functions & Algebra	52												
Data, Statistics, & Probability	22					◆							



Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Disaggregated Mathematics Results

State: New Hampshire

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15,371	197	448	14,726	368	2	4,967	34	3,953	27	5,438	37	1136												
Gender																									
Male	7,889	119	273	7,497	244	3	2,675	36	1,890	25	2,688	36	1137												
Female	7,482	78	175	7,229	124	2	2,292	32	2,063	29	2,750	38	1136												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	497	4	21	472	2	<1	81	17	72	15	317	67	1131												
Not Hispanic or Latino																									
American Indian or Alaskan Native	40	0	1	39	0	0	4	10	17	44	18	46	1133												
Asian	370	3	8	359	37	10	151	42	63	18	108	30	1139												
Black or African American	254	4	10	240	1	<1	35	15	58	24	146	61	1130												
Native Hawaiian or Pacific Islander	9	0	0	9																					
White	14,076	185	405	13,486	326	2	4,659	35	3,703	27	4,798	36	1137												
Two or more races	0	0	0	0																					
No Race/Ethnicity Reported	125	1	3	121	2	2	35	29	36	30	48	40	1135												
LEP Status																									
Current LEP student	175	3	6	166	0	0	10	6	19	11	137	83	1125												
Former LEP student - monitoring year 1	35	0	0	35	0	0	6	17	3	9	26	74	1130												
Former LEP student - monitoring year 2	54	0	0	54	0	0	14	26	10	19	30	56	1134												
All Other Students	15,107	194	442	14,471	368	3	4,937	34	3,921	27	5,245	36	1136												
IEP																									
Students with an IEP	2,460	111	189	2,160	4	<1	147	7	284	13	1,725	80	1127												
All Other Students	12,911	86	259	12,566	364	3	4,820	38	3,669	29	3,713	30	1138												
SES																									
Economically Disadvantaged Students	3,255	64	158	3,033	16	1	546	18	741	24	1,730	57	1132												
All Other Students	12,116	133	290	11,693	352	3	4,421	38	3,212	27	3,708	32	1137												
Migrant																									
Migrant Students	1	0	0	1																					
All Other Students	15,370	197	448	14,725	368	2	4,967	34	3,953	27	5,437	37	1136												
Title I																									
Students Receiving Title I Services	103	0	5	98	1	1	10	10	22	22	65	66	1131												
All Other Students	15,268	197	443	14,628	367	3	4,957	34	3,931	27	5,373	37	1136												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Writing Results

State: New Hampshire

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Raw Score 10–12)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Raw Score 7–9)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

(Raw Score 4–6)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Raw Score 2–3)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	15,794	190	437	15,167	1,059	7	6,524	43	6,380	42	1,204	8	6.5
2010-11	15,689	241	473	14,975	125	1	6,638	44	7,138	48	1,074	7	6.2
2011-12	15,371	200	463	14,708	548	4	6,123	42	6,717	46	1,320	9	6.2
Cumulative Total	46,854	631	1,373	44,850	1,732	4	19,285	43	20,235	45	3,598	8	6.3

Types of Writing Reported in the Results Above	
2009-10	Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.
2010-11	Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.
2011-12	Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.



Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Writing Results

State: New Hampshire

Average Score Comparison by Type of Writing[§]

Type of Writing	Tested	School					District					State				
		Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2011-12 (C)											14,708	6.2			
	2010-11											1,863	6.1			
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2011-12											1,845	5.8			
	2010-11											1,896	5.7			
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2011-12											1,836	5.5			
	2010-11											1,900	5.7			
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2011-12											1,833	6.3			
	2010-11 (C)											14,975	6.2			
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2011-12											1,824	6.3			
	2010-11											1,863	6.2			
Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.	2011-12											1,851	6.2			
	2010-11 (NA)															

(C) This type of writing was administered to all students. (NA) This type of writing was not administered to students in 2010-11

The ● shows this year's score and the black bar () shows the range where most students in this sample scored.

The ▲ shows last year's score and the gray bar () shows the range where most students in this sample scored.

§ The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric.

The score of 7 represents the score required to be proficient.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Writing Results

State: New Hampshire

Score Distribution

Total Score	Score 1	Score 2	State				
			N	%	N	%	%
12	6	6	19	<1			
11	6	5	80	1			
10	5	5	449	3			
9	5	4	1,043	7			
8	4	4	2,730	19			
7	4	3	2,350	16			
6	3	3	3,122	21			
5	3	2	1,467	10			
4	2	2	2,128	14			
3	2	1	457	3			
2	1	1	776	5			
0	0	0	87	1			

Scoring Rubric

6	<ul style="list-style-type: none"> purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
4	<ul style="list-style-type: none"> purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent details are relevant and mostly support purpose • well-constructed sentences; uses language well may show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> writing has a general purpose • some sense of organization; may have lapses in coherence some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2	<ul style="list-style-type: none"> attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.

Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.



Fall 2011 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2011-2012

Disaggregated Writing Results

State: New Hampshire

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15,371	200	463	14,708	548	4	6,123	42	6,717	46	1,320	9	6.2												
Gender																									
Male	7,889	117	284	7,488	230	3	2,601	35	3,717	50	940	13	5.8												
Female	7,482	83	179	7,220	318	4	3,522	49	3,000	42	380	5	6.6												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	497	7	21	469	7	1	127	27	261	56	74	16	5.3												
Not Hispanic or Latino																									
American Indian or Alaskan Native	40	0	0	40	2	5	15	38	19	48	4	10	6.0												
Asian	370	9	8	353	32	9	151	43	144	41	26	7	6.6												
Black or African American	254	6	13	235	3	1	77	33	120	51	35	15	5.5												
Native Hawaiian or Pacific Islander	9	0	0	9																					
White	14,076	176	418	13,482	500	4	5,702	42	6,111	45	1,169	9	6.2												
Two or more races	0	0	0	0																					
No Race/Ethnicity Reported	125	2	3	120	4	3	46	38	58	48	12	10	6.0												
LEP Status																									
Current LEP student	175	19	5	151	0	0	11	7	88	58	52	34	3.9												
Former LEP student - monitoring year 1	35	0	0	35	0	0	10	29	24	69	1	3	5.7												
Former LEP student - monitoring year 2	54	0	0	54	2	4	19	35	31	57	2	4	5.9												
All Other Students	15,107	181	458	14,468	546	4	6,083	42	6,574	45	1,265	9	6.2												
IEP																									
Students with an IEP	2,460	109	198	2,153	6	<1	240	11	1,251	58	656	30	4.3												
All Other Students	12,911	91	265	12,555	542	4	5,883	47	5,466	44	664	5	6.5												
SES																									
Economically Disadvantaged Students	3,255	59	174	3,022	44	1	782	26	1,686	56	510	17	5.3												
All Other Students	12,116	141	289	11,686	504	4	5,341	46	5,031	43	810	7	6.4												
Migrant																									
Migrant Students	1	1	0	0																					
All Other Students	15,370	199	463	14,708	548	4	6,123	42	6,717	46	1,320	9	6.2												
Title I																									
Students Receiving Title I Services	45	1	5	39	0	0	2	5	29	74	8	21	4.6												
All Other Students	15,326	199	458	14,669	548	4	6,121	42	6,688	46	1,312	9	6.2												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.